**Halifax County Schools - Elementary School Lesson Plan(K\_ELA, Unit 1- Week 3)**

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| **Subject: ELA** | **Teacher:** | **Grade Level:Kindergarten** | **Date(s): September 12 – September 16** |
| **Curriculum Area:** | **Reading** | **I Can Statements & Learning Targets (I can…):** | **I can:**  ·listen to and respond to texts being read to me by demonstrating proper rules for participating in group.  · predict and activate prior knowledge before and during reading.  · look at pictures and tell what is happening in the story.  ·Identify parts of a book( front, back and title).  ·recognize words that rhyme.  continue to become familiar with Letterland characters and their sounds |
| **Content:**  Common Core Standards & Essential Standards | **ELA Common Core Standards**  **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear.  **RI.K.6**-Assess how point of view or purpose shapes the content and style of a text.  **RI.K.5**-Identify the front cover of the book.  **RI.K.4**-with prompting and support, ask and answer questions about unknown words in a text.  **RLK.10** Actively engage in group reading activities with purpose and understanding.  **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear.  **RLK.5** Recognize common types of texts (e.g., storybooks,  poems)  **RLK.4**-Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choice shapes meaning or tone.  **RLK.3** With prompting and support, identify characters, setting and major events in a story.  **RL.K.2** Determine central ideas or themes of a text and analyze their development:summarize the key supporting details and ideas.  **RFK.1b** Recognize that spoken words are represented in written language by specific sequence of letters.  **RFK. 2a** Recognize and produce rhyming words  **SLK.6** Speak **audibly** and express thoughts, feelings, and ideas clearly.  **LK5c** With guidance and support from adults, explore word relationships and nuances in word meanings. Identify real-life connection between words and their use (eg. note places at school that are *colorful* | **Technology Standards & Resources:** | [Ipad Resources](http://langwitches.org/blog/wp-content/uploads/2012/08/apps-grid-ipad.pdf) |
| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | ·What can we do when we go on an adventure by reading a book?  ·How do we demonstrate we are listening and paying attention?  · What story does a picture tell you?  · Can we identify places in our classroom where we see sequence of letters, or words?  What are rhyming words?  Can you show me the front, back of a book?  What is the role of the author/illustrator?  Can you recognize new vocabulary has meaning?Can you tell me key details from the story? | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | ·Explain why it is important to be attentive when listening. (Comprehension)  ·How would you have felt if you were…? (Application)  ·What part of the story was most exciting, saddest, funniest, etc and why? (Analysis) |
| **Vocabulary:**  Academic/Content | **directionality-** The movement of left to right and then top to bottom  **rhyme-**words that have the same middle and ending sound | **Teacher Resources:** | [Brain Break Gummy Bear Dance](https://www.youtube.com/watch?v=5hn61z3FlMQ)  [Brain Break ideas](http://theteachergarden.blogspot.com/2012/02/brain-breaks.html)  [Small Groups](http://www.reading.org/Libraries/books/bk847-8-Rog.pdf)  *The Daily Five by* Gail Boushey |

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| **Daily 5 Activities for the Week** | **Read to Self**  Students continue to Read to Self | **Read to Someone** | **Listen to Reading** | **Word Work**  . | **Work on Writing**  [Daily 5-Monday-Friday](https://docs.google.com/document/d/11q6lKLkVM6OFAadOnqrZ5sEAZYNUtUCkHnP3lWn6q2M/edit) |

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| **Tuesday**  **Subject Integration:**  **Apply RI standards to Science or Social Studies with these lessons at teacher discretion.** | **Whole Group** -  [Tuesday Lesson Plan](https://docs.google.com/document/d/12PVZyVvsNGYxQomL9GChVRv80BYwMNPaGSxSuM2sodw/edit)  Students will sing along with videos of songs with words to understand that songs have text(lyrics), and can be found in songbooks. Have a sample of a songbook or hymnal with words.  [Small World song](https://www.youtube.com/watch?v=Xkypf1aLi_Y)  After this song ask “What does a small world mean?”  [Old MacDonald](https://www.youtube.com/watch?v=O4RNIUrLLH0&list=RDO4RNIUrLLH0)  [Green Grass Grows](https://www.youtube.com/watch?v=CTbswd1Q3-o) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group.  [Small Groups](http://www.reading.org/Libraries/books/bk847-8-Rog.pdf) | **Independent Work** -  Daily 5  See lesson plan link |
| **Wednesday**  **Subject Integration:**  **Apply RI standards to Science or Social Studies with these lessons at teacher discretion.** | **Whole Group** -  [Wednesday Lesson Plan](https://docs.google.com/document/d/12PVZyVvsNGYxQomL9GChVRv80BYwMNPaGSxSuM2sodw/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Thursday**  **Subject Integration:**  **Apply RI standards to Science or Social Studies with these lessons at teacher discretion.** | **Whole Group** -  [Thursday Lesson Plan](https://docs.google.com/document/d/146VepDds50fG-Xc4lwrj3Hpvv3PNdwEwuVtxhM4hNVQ/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |
| **Friday**  **Subject Integration:**  **Apply RI standards to Science or Social Studies with these lessons at teacher discretion.** | **Whole Group** -  [Friday Lesson Plan](https://docs.google.com/document/d/18E1noXo-1Nj7nMH7x2uPEhHrr9gmnKZyrJowAcqqtqs/edit) | **Small Group** -  Teacher pulls small groups and provides instruction based on the needs of the group. | **Independent Work** -  Daily 5  See lesson plan link |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |